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| **Inquiry Questions** | **Data Sources** |
| --What is a good working definition for executive functioning skills that we could provide to staff and parents?  --What is the developmental sequence for executive functioning skills?  --What can we learn from the research literature in terms of application and intervention?  --How significant is the need for explicit instruction in order to build executive functioning skills?  --Which students are most impacted by difficulties with executive functioning (subpopulations - Aspergers's Disorder, AD/HD, ASD, LD, Cognitive Impairments, ELL, EC, gender)  --What approaches/strategies might improve a student's planning and organizational skills? | **Reference books** |
| -- How much do gen ed and special ed teachers really know and understand what executive functioning skills are?  --What could we learn from a district-wide survey on current levels of student executive functioning skills?  --How significant is the need for explicit instruction in order to build executive functioning skills?  --Which students are most impacted by difficulties with executive functioning (subpopulations - Aspergers's Disorder, AD/HD, ASD, LD, Cognitive Impairments, ELL, EC, gender)  --Where are the skill gaps for students within the district in terms of executive functioning skills? | **Teacher (both Gen Ed and Special) surveys** |
| --How significant is the need for explicit instruction in order to build executive functioning skills? | **Administrator survey** |
| --What is a good working definition for executive functioning skills that we could provide to staff and parents?  --What is the developmental sequence for executive functioning skills?  --What can we learn from the research literature in terms of application and intervention?  --What approaches/strategies might improve a student's planning and organizational skills? | **Online sources** |
| --What is the developmental sequence for executive functioning skills?  --What can we learn from the research literature in terms of application and intervention? | **EF Conference materials** |
| --What is a good working definition for executive functioning skills that we could provide to staff and parents?  --What can we learn from the research literature in terms of application and intervention?  --What approaches/strategies might improve a student's planning and organizational skills?  --Should we look at consumables from Rush program? | **Rush materials (binder)** |
| --Are there toolkits/resources (outside of the Rush Program) for us to consider utilizing? | **Second Step materials** |
| --Are there toolkits/resources (outside of the Rush Program) for us to consider utilizing? | **Habits of Mind materials** |
| --How will the use of intervention impact the student's skill of self-monitoring (materials management)? | **Pilot study** |
| --How are we organizing the curriculum at each level? Where are the gaps or opportunities to do so (RtI)?  --How do we implement an executive functioning skills curriculum throughout the district (follow one student's response to strategies and intervention, explore a class-wide or grade-wide implementation of a research-based curriculum?) | **CI Process** |

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| **CALENDAR** |
| **DECEMBER**   * Identify interests to assign research books * Develop a template for an annotated bibliography * Review results of Highcrest survey * Introduce pilot to building teams/administration * Order student consumables |
| **JANUARY**   * Review results of the HIghcrest survey and begin to develop the Collegial Inquiry survey * Share annotated bibliography * Organize resources * Plan pilot |
| **FEBRUARY**   * Pretest for pilot * Implement pilot (6-8 weeks, done by Spring Break?) * Consider offering PD at district PD day (backup: August) * Begin building Toolbox |
| **MARCH**   * Midpoint check-in for pilot * Continue building Toolbox |
| **APRIL**   * Post-test for pilot * Compile and analyze data * Continue building Toolbox |
| **MAY**   * Finalize Toolbox * Publish Teacher Binder/Curriculum |